



I-What it is

1-We developed ReadyGen so that the teachers would have what they need to achieve the shifts required by the NYS Common core Learning Standards

- a-balancing Informational and literary texts
- b-Knowledge in the Disciplines [science & Social Studies topics that meet NYS Standards]
- c-Staircase of Complexity; has to get more complex over time
- d-Text-based Answers; making your case from the text you read; higher level thinking skills
- e-Writing to Sources; (students are bringing their knowledge from one test to another; substantiating your argument; and writing from/to multiple texts sources [NY Social Studies & Science standards])
- f-Focus on academic vocabulary to arm student for complex text

2-we developed ReadyGen to focus on authentic text worthy of close reading

3-all driven by a research based Scope and Sequence of skills and strategies that are developmentally appropriate [phonics, comprehension and writing, etc.]

4-supported by a dedicated NYC ReadyGen curriculum specialist Team

II-Components

Student's components

Each grade is organized by **units of study** [K-2 has 6 and grades 3-5 has Four]. Each has a focused topic; the targeted outcome of each unit of study is a core understanding in the unit of study by the student.

a-Each unit of study consists of:

1-Anchor text is usually longer in length--on level authentic literature; read over the unit of study; within the grade level lexile level.

2-supporting texts (2 in upper grades)- topically related authentic literature within the grade level lexile level.

3-one "supporting text collections" of 5-8 authentic shorter works of different genres [poems, recipes, letters, biographies, primary sources, news articles, etc.] within the lexile grade level band, providing additional topical reading

4-"Sleuth" Close reading workshop support text - include 2 selection per unit [again within the grade level band] the only piece with contrived literature, written especially for the program and within the lexile grade level band.

5-other student materials include: Reader's Writer's Journal

6- Phonics kit/ word work kit is optional

Teacher's materials

1-Teacher's guide will be unit module teacher's guide and will have different strategies for differentiating students and assessment. Reader's and Writer's Journal Teacher's guide.

2-Scaffolding Strategies Handbook - additional reteaching lessons for Differentiation, ELL and lessons for students with disabilities

3- Phonics kit/ word work kit is optional

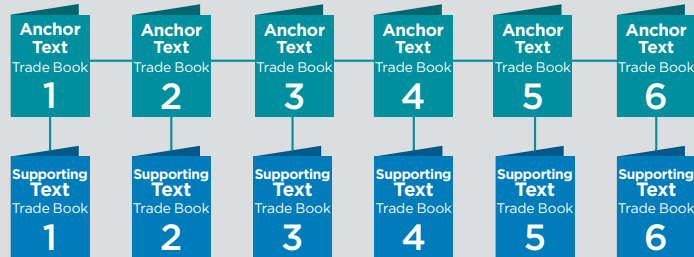
4-PD resources

Grade 1 birds-eye view of overall component array.

Student-facing materials

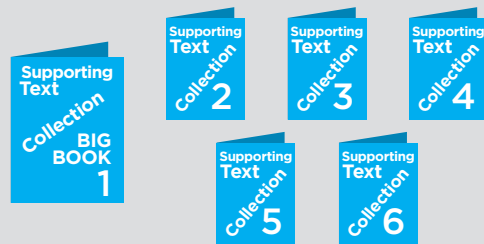
Grade

1



6 Anchor Texts
1 per unit

1 Supporting
Trade Book per
unit to illuminate
the Anchor Text



Each collection unit contains 5–8 supporting texts in
a variety of genres to illuminate the Anchor Text

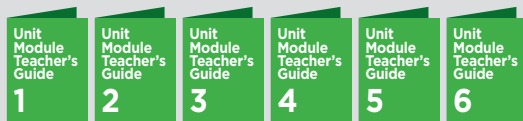
Reader's
and
Writer's
Journal

1 per grade
for reading
and writing
support



1 per grade
for close
reading
support

Teacher-facing materials



Unit Module Teacher's Guide
includes Assessment

Reader's
and
Writer's
Journal
TG

Reader's and
Writer's Journal
Teacher Guide

Scaffolded
Strategies
Handbook
ELL &
SWD

Scaffolded
Strategies
Handbook

Phonics
Kit

Phonics Kit

PD

Professional
Development
Resources

Parent-facing materials

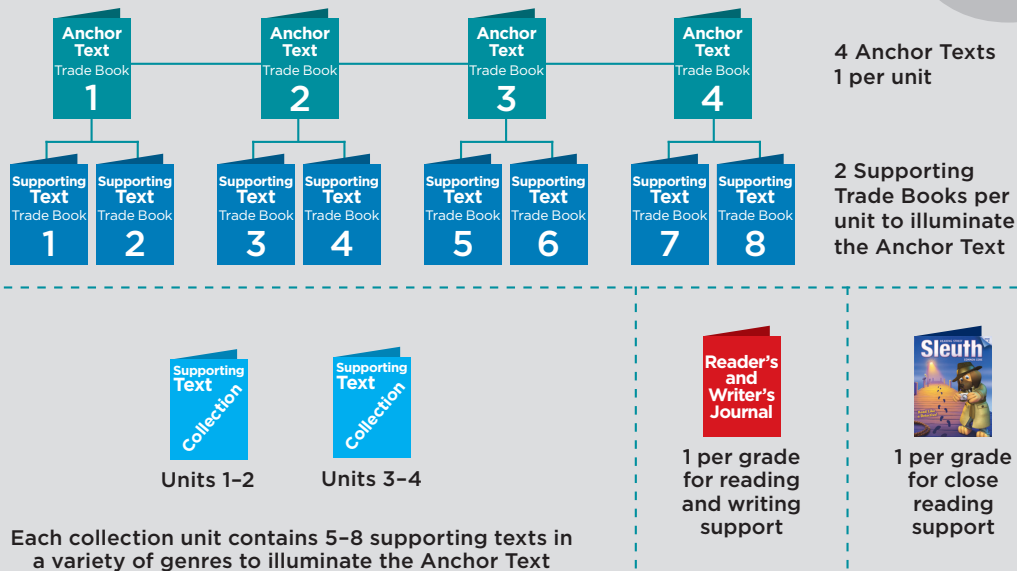
Parent and Family Resources including Student Success Strategies, CCLS Strategies,
Home Connection Letters, Family Guide to Understanding CCSS

Grade 3 birds-eye view of overall component array.

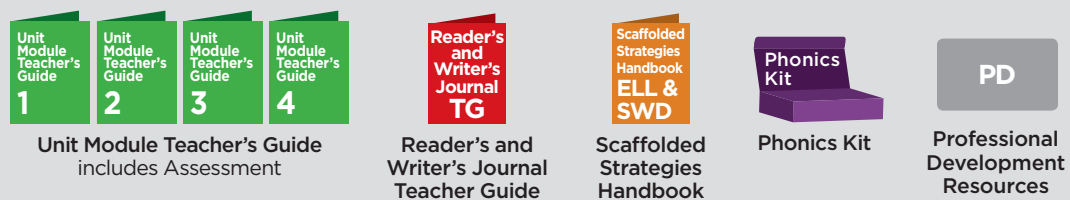
Student-facing materials

Grade

3



Teacher-facing materials



Parent-facing materials

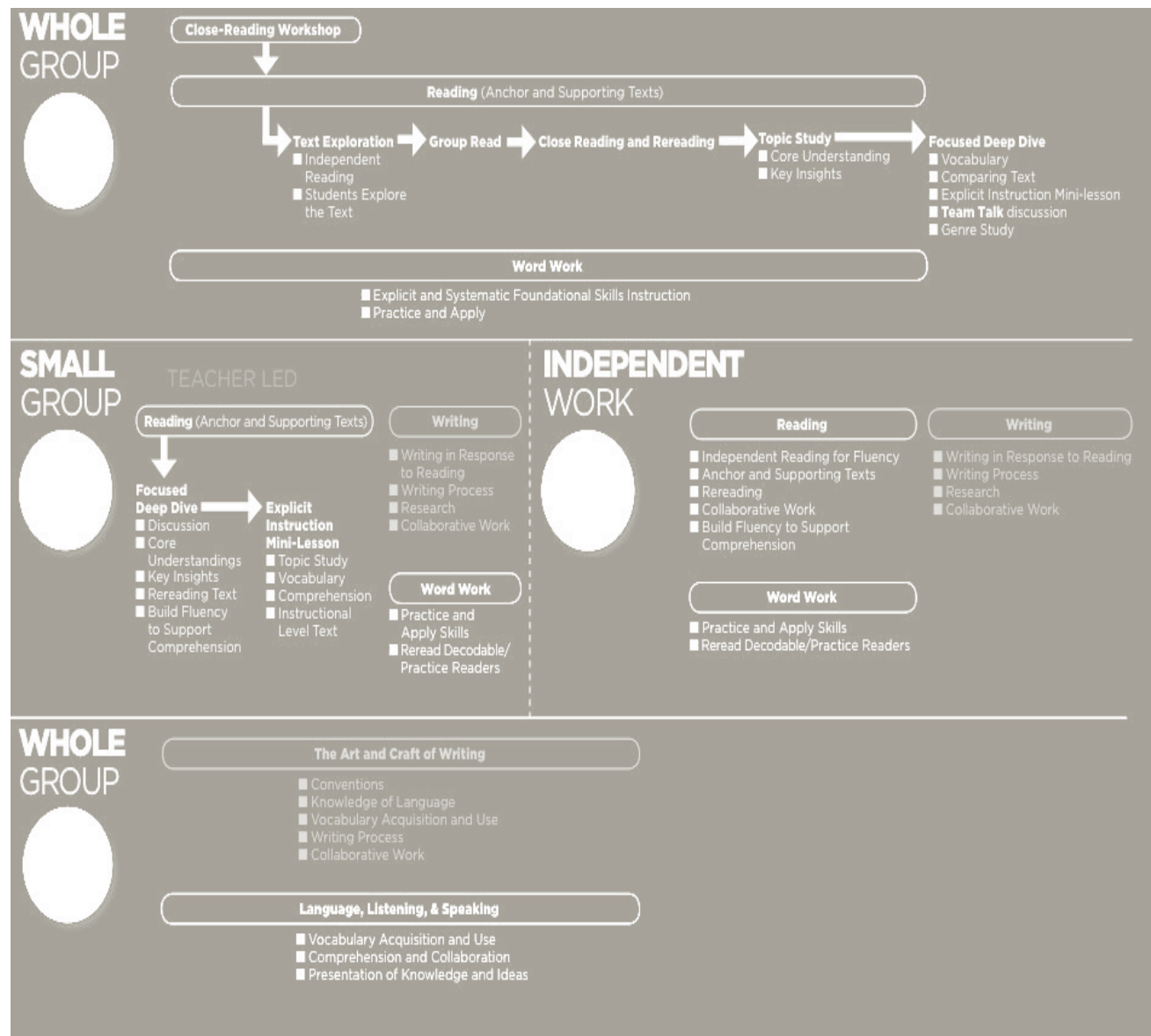
Parent and Family Resources including Student Success Strategies, CCLS Strategies, Home Connection Letters, Family Guide to Understanding CCSS

III-Lesson plan: what does a lesson look like.... workshop model

a- whole group - shared reading use of the anchor reading/ close reading, rereading

b-small group instruction and or independent work/

c-whole group instruction which will pull in your Language arts



IV-Assessment story; Of particular interest, PARCC like assessment at end of every single unit

- Everyday opportunities for informal, and readiness assessment everyday with Formative assessment daily and weekly.
- Summative and formal assessment after each unit including a PARCC like assessment.

An example of format including lexile levels:

ANCHOR TEXT

Behind Rebel Lines

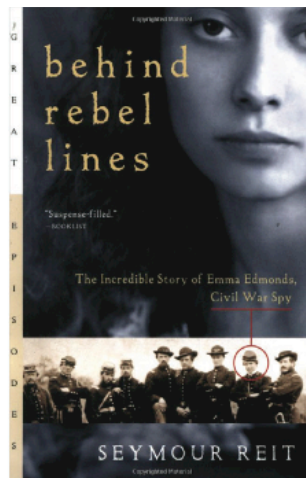
by Seymour Reit

Narrative Nonfiction

Lexile Score **830L**

KEY INSIGHT:

How did volunteers make a difference in people's lives during the Civil War?



NONFICTION ANCHOR TEXT

SUPPORTING TEXT

What Is Government?

by Logan Everett and Simon Adams

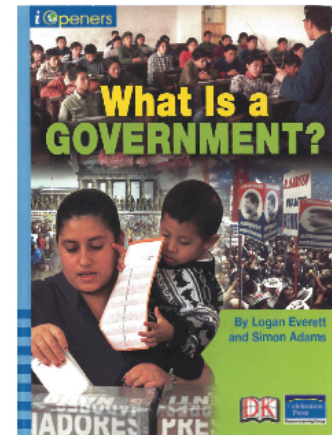
Informational Nonfiction

Lexile Score **950L**

KEY INSIGHT:

How does a government help people live and work together as a nation?

INFORMATIONAL NONFICTION
SUPPORTING TEXT



SUPPORTING TEXT

The Ride: The Legend of Betsy Dowdy

by Kitty Griffin

Historical Fiction

Lexile Score **AD510**

KEY INSIGHT:

How can one person's beliefs make a positive change for our nation?



HISTORICAL FICTION
SUPPORTING TEXT

SUPPORTING TEXT COLLECTION

“Our Democracy” Lexile Score 730

GENRE *Expository Non Fiction*

KEY INSIGHT: Why did the founding fathers form a democracy in the United States, and how do citizens play a role in our government?

The United States during the Civil War era Map

KEY INSIGHT: How did the Civil War divide our nation?

“The Little Black-Eyed Rebel” by Will Carleton Lexile Score N/P

GENRE *Poetry*

KEY INSIGHT: How did individual citizens make a difference in our nation’s struggle for freedom?

“Benjamin Franklin: A Man Who Changed History” Lexile Score 640

GENRE *Biography*

KEY INSIGHT: How did Benjamin Franklin make a difference in our nation as a scientist and as a founding father.

“Community Leaders” Lexile Score 580

GENRE *Expository Nonfiction*

KEY INSIGHT: In what ways can individual citizens become involved in their local governments?

*Please Note:
Two of the Close Reading
Workshop/Sleuth
selections will be newly
written for this program
and are to come.*

CLOSE READING WORKSHOP

Reading Sleuth Selections

Picking Up Sunset Park

Lexile Score 550

What Would George Say?

Lexile Score 760

New Selection to come

New Selection to come

New Selection to come



V-Technology is a growing story - next year

VI-Training... 4 over the next year.. for every single teacher! one summer, fall mid and end of year

VII- Cost - approx \$58 a child not including text sets which comes from central office

Ready GEN Topic Articulation Plan

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Unit 1	Animals How do animals get what they need to live?	Characteristics of Animals How do animals grow and change?	Animal Habitats How do animals depend on their surroundings?	Organisms, Past and Present How do organisms survive and change over time?	Animal Structure and Sense What is the function of different animal parts?	Earth's Systems How do Earth's systems affect living things?
Unit 2	Then and Now How have things we see in our daily lives changed over time?	America What makes the United States unique?	America's Past and Present How has our nation changed over time?	Communities Here and There How are communities alike and different?	Geography of US What elements of a region in the United States make it unique?	Explorers Why do people explore?
Unit 3	Local Weather How do we describe the weather where we live?	Our Sky What can we learn from looking at the sky?	Our Earth How does the surface of the Earth differ from place to place?	Weather and Climate What patterns can be found in weather and why are they important?	Changes to Earth's Surface How do the surfaces of the Earth change?	Space What is the Earth's relationship to the other objects in our solar system and how do we learn about them?

Unit 4	Celebrating Likes and Differences Why is it fun to be similar to other people and also different from others?	Work in Our Community In what ways do people work together to get what they need and want?	Our Community, Our Country What makes a community and a nation work and improve?	A Citizen's Role in Our Government How do individual citizens make a difference in communities and our nation?	America's Economy How does our nation's economy work?	Moving Toward Freedom What does <i>freedom</i> mean and has the meaning changed over time?
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Unit 5	Plants How do plants get what they need to live?	Characteristics of Plants How do plants grow and change?	Plant Habitats How do plants depend on their surroundings?
Unit 6	Where We Live How do we describe where we live?	Looking at Our World How are Earth's places and people alike and different?	Working How do people earn and use money to get what they need and want?

Pearson ReadyGen

Text Sets, Grades K–5

Grade K, Unit 1

Topic Animals

Core Understanding How do animals get what they need to live?

Texts

Fiction Anchor Text *Make Way for Ducklings* by Robert McCloskey/Penguin ©1969 [AD630L]

Key Insights What makes it difficult for animals to find a home in the city?

Nonfiction Supporting Text *Life in a Pond* by Carol K Lindeen/Capstone Press ©2004 [310L]

Key Insights What can we find in a pond?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Science Connections

- What they need to survive
- Where animals live to get their needs met

Possible Social Studies Connections

- Needs and wants
- Homes

Possible Literature Connections

- Animal stories about meeting needs
- Animal homes

Grade K, Unit 2

Topic Then and Now

Core Understanding How have things we see in our daily lives changed over time?

Texts

Non-Fiction Anchor Text *Century Farm: One Hundred Years on a Family Farm* by Cris Peterson/Caroline House ©1999 [890L]

Key Insights How has life on a farm changed in a hundred years?

Non-Fiction Supporting Text *Life at Home* by Vicki Yates/Heinemann ©2008 [Lexile N/A]

Key Insights How is life at home different now than it was many years ago?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Social Studies Connections

- My personal history
- Talking about time
- Measuring time
- How families, schools, communities, and technology change
- Jobs then and now

Possible Science Connections

- Measuring time
- How technology changes

Possible Literature Connections

- Then and now stories
- Stories about appreciating the stories of an older person
- How people record growth and changes in a family
- Looking at jobs over time

Grade K, Unit 3

Topic Local Weather

Core Understanding How do we describe the weather where we live?

Texts

Non-Fiction Anchor Text *What Will the Weather Be?* by Lynda DeWitt/HarperCollins ©1991 [500L]

Key Insights How do people forecast the weather?

Non-Fiction Supporting Text *Weather Words* by Gail Gibbons/Holiday House ©1991 [450L]

Key Insights What words do we use to describe weather?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Science Connections

- Observe and record local weather
- Look for patterns in weather
- Common types of weather
- Severe local weather

The Sun

- Effects of sunlight
- Warming effects of sunlight

Possible Social Studies Connections

- How do people respond to the weather (different clothing)
- Weather

Possible Literature Connections

- Stories about what we do in different types of weather
- Stories of severe weather
- How to prepare for types of weather

Grade K, Unit 4

Topic Celebrating How We Are Alike and Different

Core Understanding Why is it fun to be similar to other people and also different from others?

Texts

Fiction Anchor Text *I Love Saturdays y domingos* by Alma Flor Ada/Simon & Schuster ©2004 [510L]

Key Insights How are family members from different cultures the same and different?

Non-Fiction Supporting Text *One Land, Many Cultures* by Maureen Picard Robins/Rourke ©2013 [680L]

Key Insights What kinds of foods from different cultures can we share?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Social Studies Connections

- Rights and responsibilities
- Getting along

Our Traditions

- People are alike and different
- Culture
- Celebrations and holidays
- Other cultures

Possible Science Connections

- Describing similarities and differences

Possible Literature Connections

- Stories about how people are similar and different
- How USA celebrates similarities and differences
- Respect for others

Topic Plants

Core Understanding How do plants get what they need to live?

Texts

Non-Fiction Anchor Text *The Tiny Seed* by Eric Carle/Simon & Schuster ©2001 [400L]

Key Insights How does a seed become a plant?

Non-Fiction Supporting Text *Plant Patterns* by Nathan Olson/Capstone ©2007 [AD740L]

Key Insights What kinds of patterns can we find in plants?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Science Connections

- What do plants need to live and thrive
- How plants grow and change
- Compare the plant structures that enable a plant grow—roots, leaves, stems, flowers, seeds

Possible Literature Connections

- Growth cycle of a plant

Grade K, Unit 6

Topic Where We Live

Core Understanding How do we describe where we live?

Texts

Non-Fiction Anchor Text *Neighborhood Walk: City* by Peggy Pancella/Capstone ©2006 [620L]

Key Insights What is a city like?

Fiction Supporting Text *Messenger, Messenger* by Robert Burleigh/Simon & Schuster ©2000 [Lexile N/A]

Key Insights What does a city bike messenger see?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Social Studies Connections

- Globes
- Resources

Possible Literature Connections

- Stories about where we live and how we get from place to place
- Stories of getting lost or using a map

Grade 1, Unit 1

Topic Characteristics of Animals

Core Understanding How do animals grow and change?

Texts

Fiction Anchor Text *Stellaluna* by Janell Cannon/Harcourt ©1993 [550L]

Key Insights What are some ways that animals grow and change?

Non-Fiction Supporting Text: *Elephants and Their Calves* by Margaret Hall/Capstone ©2000 [370L]

Key Insights What are the stages of an elephant's life?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Science Connections

- External parts help survival, growth, meeting needs
- Animal parts solve problems
- How individual plants and animals differ
- How plants and animals change as they grow
- How parents and offspring communicate and respond

Possible Social Studies Connections

- How families work together
- Responsibilities

Possible Literature Connections

- Animals stories related to needs
- Stories of animal parents and offspring
- Life cycle or “growing up” stories
- Stories of an animal that was “different”
- How animal babies are cared for by adults

Grade 1, Unit 2

Topic America

Core Understanding What makes the United States unique?

Texts

Non-Fiction Anchor Text *Coming to America* by Betsy Maestro/Scholastic ©1996 [890L]

Key Insights How is immigration important to the United States?

Non-Fiction Supporting Text *Emma's Poem* by Linda Glaser/HarperCollins ©2010 [AD790L]

Key Insights How does the Statue of Liberty reflect the uniqueness of the United States?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Social Studies Connections

- Rules, rights, and responsibilities
- Government and leaders
- National symbols
- Celebrating our nation

Our Past and Present

- Measuring Time
- Timelines
- Life then and now

Possible Science Connections

- Iconic scientists and inventors (could connect to light, sound, communication science skills)

Possible Literature Connections

- Stories about origins of symbols
- What it means to be American
- Immigration stories
- How life has changed across generations in a family

Grade 1, Unit 3

Topic Our Sky

Core Understanding What can we learn from looking at the sky?

Texts

Fiction Anchor Text *Many Moons* by James Thurber/Harcourt ©1971 [790L]

Key Insights Why is it important to learn facts about the moon?

Non-Fiction Supporting Text *The Sun* by Martha E.H. Rustad/Capstone ©2008 [Lexile 370L]

Key Insights Why is the sun important to the Earth?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Science Connections

- Cycles
- Sky cycles

Possible Social Studies Connections

- Measuring time (seasons, years)
- Timelines
- Cultures

Possible Literature Connections

- Stories of the moon (folktales or just people who are interested)
- Stories about seasons
- Stories in which day and night are important

Topic Work in Our Community

Core Understanding In what ways do people work together to get what they need and want?

Texts

Fiction Anchor Text *Sallie Gal and the Wall-a-kee Man* by Shelia Moses/Scholastic ©2007 [700L]

Key Insights How can we earn and spend our own money?

Non-Fiction Supporting Text *Lemonade in Winter* by Emily Jenkins/Random House ©2012 [410L]

Key Insights Why does earning something make it special?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Social Studies Connections

- Needs and wants
- Making choices
- Goods and services
- Spending and saving
- Jobs

Possible Science Connections

- Technology

Possible Literature Connections

- Stories about working
- Stories about money
- Stories of kids who earn money

Grade 1, Unit 5

Topic Characteristics of Plants

Core Understanding How do plants grow and change?

Texts

Fiction Anchor Text *Miss Rumphius* by Barbara Cooney/Puffin ©1985 [680L]

Key Insights How can plants make a difference in our world?

Non-Fiction Supporting Text *How a Seed Grows* by Helene Jordan /HarperCollins ©1992 [AD400L]

Key Insights What are the stages a seed goes through to become a plant?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Science Connections

- External parts help survival, growth, meeting needs
- How individual plants and animals differ
- How plants and animals change as they grow

Possible Social Studies Connections

- How families work together
- Responsibilities

Literature Connections

- Life cycle or “growing up” stories

Topic Looking at Our World

Core Understanding How are Earth's places and people alike and different?

Texts

Non-Fiction Anchor Text *It's Back to School We Go* by Ellen Jackson/Milbrook ©2003 [760L]

Key Insights In what ways is school the same for children all over the world?

Non-Fiction Supporting Text *Going to School* by Margaret Clyne/Pearson (iOpeners) © [590L]

Key Insights In what ways is school different for children all over the world?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Social Studies Connections

- Maps and globes
- Environments

Traditions

- Families

Possible Literature Connections

- Celebrations around the world
- How life differs in different locations around the world
- Stories of people moving from a familiar place to an unfamiliar place

Grade 2, Unit 1

Topic Animal Habitats

Core Understanding How do animals depend on their surroundings?

Texts

Fiction Anchor Text *Charlotte's Web* by E.B. White/HarperCollins ©1980 [680L]

Key Insights How is the Zuckerman's farm a habitat?

Non-Fiction Supporting Text Non-Fiction Supporting Text: *On the Farm* by Julie Ferris/iOpeners ©2005 [790L]

Key Insights How are farms in different regions alike and different?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Science Connections

- Observe variety of plants and animals in an area
- Plants and animals depend on their surroundings
- What happens when a habitat changes and how humans can help

Possible Social Studies Connections

- How people depend on, adapt to, and change their environment

Possible Literature Connections

- Stories about habitats
- Stories of people who study unusual habitats (importance of keeping records and recording data)
- Stories about what happens to an animal when the habitat changes

Grade 2, Unit 2

Topic America's Past and Present

Core Understanding How has our nation changed over time?

Texts

Nonfiction Anchor Nonfiction Anchor Text: *Pioneers to the West* by John Bliss/Heinemann-Raintree (Capstone) ©2012 [NC770L]

Key Insights What was life like for a pioneer in the 1800s?

Fiction Supporting Text *Seed by Seed* by Esme Rahi Codell/HarperCollins ©2003 [AD940L]

Key Insights How did John Chapman make our nation a better place?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Social Studies Connections

- A growing nation
- Settlers
- Heroes (see social studies text for specific people)
- American stories

Possible Science Connections

- How location can help people meet their needs
- How are resources used

Possible Literature Connections

- American folktales (Paul Bunyan, John Henry)

Grade 2, Unit 3

Topic Our Earth

Core Understanding How does the surface of the Earth differ from place to place?

Texts

Fiction Anchor Text *The Earth Dragon Awakes* by Laurence Yep/HarperCollins ©2006 [510L]

Key Insights What caused the Great Earthquake and Fire in San Francisco in 1906?

Non-Fiction Supporting Text *Planet Earth* by Dr. Mike Goldsmith/Kingfisher ©2010 [Lexile N/A]

Key Insights What features make our Earth unique?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Science Connections

- Different bodies of water are home to different plants and animals
- How wind and water change land
- Modifying the changes caused by wind and water

Possible Social Studies Connections

- Maps, map scale
- Our environment (landforms, habitats)

Possible Literature Connections

- Stories of adventures on a variety of landforms and bodies of water

Grade 2, Unit 4

Topic Our Communities, Our Country

Core Understanding What makes a community and a nation work and improve?

Texts

Non-Fiction Anchor Text *The Man Who Made Parks* by Frieda Wishinsky/Tundra ©1999 [820L]

Key Insights What changes did Frederick Law Olmstead make to improve communities?

Non-Fiction Supporting Text *Theodore Roosevelt: The Adventurous President* by Lisa DeMauro/HarperCollins © [570L]

Key Insights How did Theodore Roosevelt's adventurous spirit and dreams help support our national park system?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Social Studies Connections

- Rights, rules, and laws
- Our government and leaders
- Our symbols and celebrations
- Cultures

Possible Science Connections

- Plant and animal groups, e.g., flocks, herds, ecosystems

Possible Literature Connections

- Stories of people who have made a difference to their community, state, or the nation
- Stories behind some American symbols
- Profile of a government leader who has served at local, state, and national levels

Topic Plant Habitats

Core Understanding How do plants depend on their surroundings?

Texts

Non-Fiction Anchor Text *Seeds of Change* by Jen Cullerton Johnson/Lee & Low ©2010 [820L]

Key Insights How did Wangari Maathai change the landscape of the Kenya forest?

Non-Fiction Supporting Text *On Meadowview Street* by Henry Cole/HarperCollins © [520L]

Key Insights What happens when Caroline changes a habitat?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Science Connections

- Observe variety of plants and animals in an area
- Plants and animals depend on their surroundings
- What happens when a habitat changes and how humans can help

Possible Social Studies Connections

- Resources
- People work together to help the Earth
- How people depend on, adapt to, and change their environment

Possible Literature Connections

- Stories about habitats
- Stories of people who study unusual habitats (importance of keeping records and recording data)
- Stories about what happens to an animal when the habitat changes

Grade 2, Unit 6

Topic Working

Core Understanding How do people earn and use money to get what they need and want?

Texts

Fiction Anchor Text *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst/Atheneum ©1978 [AD570L]

Key Insights What choices did Alexander make to manage his money?

Non-Fiction Supporting Text *Do I Need It? Or Do I Want It?* by Jennifer Larson/Lerner ©2010 [510L]

Key Insights How do people balance their needs and wants?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Social Studies Connections

- Needs and wants
- Choices
- Producing and consuming
- Using money

Possible Science Connections

- How plants and animals meet their needs
- Products that solve problems
- Evaluate the function of an object

Possible Literature Connections

- Stories of ways people earn money
- How a product is made
- How money has changed over time
- Stories of people deciding to spend or save money

Grade 3, Unit 1

Topic Organisms of the Past and Present

Core Understanding How do organisms survive and change over time?

Texts

Fiction Anchor Text *The Case of the Gasping Garbage* by Michele Torrey/Dutton (Penguin)©2001

[460L]

Key Insights How do the survival needs of organisms differ?

Nonfiction Supporting Text *Let's Classify Organisms* by Kelli Hicks/Rourke Educational Media©2013

[870L]

Key Insights How do organisms in the six different kingdoms live and grow?

Nonfiction Supporting Text *At the Root of It* by Robert Newell/iOpeners ©2005 [690L]

Key Insights Why do plants need roots to survive?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Science Connections

- How organisms are affected by changes in the environment
- Needs and characteristics of organisms
- What we learn from fossils and compare to organisms today
- How and why groups of organisms survive

Possible Social Studies Connections

- Changes over time
- Adaptation

Possible Literature Connections

- Stories of fossil hunters
- Stories of scientists

Grade 3, Unit 2

Topic Communities Here and There

Core Understanding How are communities alike and different?

Texts

Fiction Anchor Text *The Year of Miss Agnes* by Kirkpatrick Hill/Aladdin©2002

[790L]

Key Insights How can a unique person affect an entire community?

Supporting Fiction Text *Around Our Way on Neighbor's Day* by Tameka Fryer Brown/Abrams Books for Young Readers©2010

[AD630]

Key Insights How can a local event help a community celebrate its diversity?

Supporting Nonfiction Text *What Is a Community? From A to Z* by Bobbie Kalman/Crabtree Publishing Company©2000

[IG680L]

Key Insights How is your community like other communities? How is it different?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Social Studies Connections

- Where a community is located
- What makes a neighborhood
- How communities change
- Community services
- Maps (symbols, legend)

Possible Science Connections

- Community environment
- Climate and community

Possible Literature Connections

- Comparing cultures and communities
- Stories of people visiting other places

Grade 3, Unit 3

Topic Weather and Climate

Core Understanding What patterns can be found in weather and why are they important?

Texts

Nonfiction Anchor Text *Weather* by Seymour Simon/Harper Collins©2006

[AD1020L]

Key Insights How do different kinds of weather patterns affect our world?

Nonfiction Supporting Text *Living Through a Natural Disaster* by Eve Recht/Pearson (iOpener)©2005

[940L]

Key Insights What are natural disasters, and how do they affect people's lives?

Fiction Supporting Text *Storm in the Night* by Mary Stoltz/Harper Collins©1988

[550L]

Key Insights What happens during a thunderstorm?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Science Connections

- Local weather day-to-day and longer patterns
- Reducing dangers from weather hazards
- Weather technology

Possible Social Studies Connections

- Climates
- Regions
- How climate and culture relate

Possible Literature Connections

- Stories of severe weather and/or extreme climates
- Charts and tables
- Weather equipment
- Planning for severe weather

Topic A Citizen's Role in Our Government

Core Understanding How do individual citizens make a difference in communities and our nation?

Texts

Nonfiction Anchor Text *Behind Rebel Lines* by Seymour Reit/Harcourt©1988
[830L]

Key Insights How did volunteers make a difference in people's lives during the Civil War?

Nonfiction Supporting Text *What Is Government?* by Logan Everett and Simon Adams/Pearson (iOpeners)©2005

Key Insights How does a government help people live and work together as a nation?

Fiction Supporting Text *The Ride: The Legend of Betsy Dowdy* by Kitty Griffin/Simon & Schuster©2010

Key Insights How can one person's beliefs make a positive change for our nation?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Social Studies Connections

- History of the nation
- Kinds of government
- Good citizens and good deeds
- Conflict and cooperation
- Supporting a cause

Possible Science Connections

- Transportation systems/roads

Possible Literature Connections

- Stories of people who serve their communities and/or work for a cause
- Stories of people who come the USA to enjoy freedom and democracy

Grade 4, Unit 1

Topic Animal Structure and Senses

Core Understanding What is the function of different animal parts?

Texts

Fiction Anchor Text *The Tarantula Scientist* by Sy Montgomery/Houghton ©2007 [890L]

Key Insights: How do scientists study animals in their natural environment?

Nonfiction Supporting Text *Skeletons Inside and Out* by Claire Daniel/Pearson (iOpeners) ©2005
[770L]

Key Insights: What is the function of a skeleton?

Nonfiction Supporting Text *The Boy Who Drew Birds: A Story of John James Audubon* by Jacqueline Davies/Houghton Mifflin ©2004

[AD790L]

Key Insights: How did John James Audubon study birds?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Science Connections

- Purpose of animal parts
- How senses receive and send information
- Diagrams of animals

Possible Social Studies Connections

- Animals native to a region

Possible Literature Connections

- Stories of people who study animals

Grade 4, Unit 2

Topic Geography of the United States

Core Understanding What elements of a region in the United States make it unique?

Texts

Fiction Anchor Text *The Birchbark House* by Louise Erdrich/Hyperion ©1999

[930L]

Key Insights: How do people make use of the world around them?

Fiction Supporting Text *Hiawatha* by Henry Wadsworth Longfellow/Puffin ©1996

[NP]

Key Insights: What can we learn by spending time in nature?

Nonfiction Supporting Text *Midwest* by Tamra B. Orr/Cherry Lake Publishing ©2012

[970L]

Key Insights: Why is the Midwest important to the rest of the country?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Social Studies Connections

- Weather and climate
- Resources of the region
- People and the land

Possible Science Connections

- Landforms
- Energy resources

Possible Literature Connections

- Stories that describe different regions of the U.S.
- Stories about being from one part of the country and visiting or moving to a different region
- Stories of native people from different regions
- Charts, graphs, and maps

Topic Changes to Earth's Surfaces

Core Understanding How do the surfaces of the Earth change?

Texts

Nonfiction Anchor Text *Anatomy of a Volcanic Eruption* by Amie Jane Leavitt/Velocity (Capstone) ©2012

[IG890L]

Key Insights: What role has volcanic activity played in the formation of the Earth's surface?

Nonfiction Supporting Text *Erosion: How Land Forms, How It Changes* by Darlene R. Stille/Compass Point Books ©2005

[1100L]

Key Insights: How does the erosion process alter the Earth's surface?

Nonfiction Supporting Text *Earthquakes* by Seymour Simon/Smithsonian (HarperCollins) ©2006

[1010L]

Key Insights: What does earthquake activity tell us about the Earth's surface?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Science Connections

- Weathering and erosion
- How to reduce weathering and erosion
- Rock layers
- Earth's features on maps
- Geologic hazards (volcanoes and earthquakes)

Possible Social Studies Connections

- Natural disasters
- How people work together to solve problems
- Maps

Possible Literature Connections

- Rock climbing adventures
- Volcano and earthquake accounts
- Stories of people using resources wisely

Grade 4, Unit 4

Topic America's Economy

Core Understanding How does our nation's economy work?

Texts

Fiction Anchor Text *Lunch Money* by Andrew Clements/Simon and Schuster ©2005

[840L]

Key Insights: What are some different ways to earn money?

Nonfiction Supporting Text *The Stock Market* by Max Winter/Pearson (iOpeners) ©2008

[900L]

Key Insights: What is the stock market, and how does it work?

Nonfiction Supporting Text *Using Money* by Gail Fay/Heinemann ©2012

[920L]

Key Insights: What are some different ways that people use money?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Social Studies Connections

- What is the economy
- Trade and markets
- People and the economy
- Earning, spending, and saving
- Forms of money

Possible Science Connections

- Inventions

Possible Literature Connections

- Stories of people who successfully created a service or product
- Stories of kids who are entrepreneurs

Grade 5, Unit 1

Topic Earth's Systems

Core Understanding How do Earth's systems affect living things?

Texts

Fiction Anchor Text *Night of the Spadefoot Toads* by Bill Harley/Peachtree Publishers©2008
[610L]

Key Insights What impact can people have on the ecosystems around them?

Nonfiction Supporting Text *Rachel Carson: Renowned Marine Biologist and Environmentalist* by Gina Dal Fuoco/Compass Point Books©2009
[IG940L]

Key Insights What positive and negative effects have people had on ecosystems?

Nonfiction Supporting Text *Rain Forest Food Chains* by Heidi Moore/Heinemann©2011
[800L]

Key Insights Why is it important to maintain balance within an ecosystem?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Science Connections

- What can upset an ecosystem
- Food chains and food webs
- Energy transfer from the sun to animals
- How plants make food
- Organism waste (decomposition and restoration)
- Experiment with possible solutions to environmental problems

Possible Social Studies Connections

- Ecosystems
- Impact of humans on the environment

Possible Literature Connections

- Biographies of people working to solve environmental problems
- Stories that involve the food web

Grade 5, Unit 2

Topic Explorers

Core Understanding Why do people explore?

Texts

Nonfiction Anchor Text *The World Made New* by Marc Aronson & John W. Glenn/National Geographic©2007

[IG1100]

Key Insights How did the world change as a result of the Age of Exploration?

Nonfiction Supporting Text *Explorers of North America* by Christine Taylor-Butler/Scholastic©2008

[650L]

Key Insights What reasons did Europeans have for exploring North America?

Nonfiction Supporting Text *Hudson* by Janice Weaver/Tundra Books©2010

[1040L]

Key Insights How did Henry Hudson's missions advance our understanding of the world?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Social Studies Connections

- European explorers (Spain, Portugal, England, France)
- Trade routes
- Impact of geography on exploration
- How maps changed

Possible Science Connections

- Role of the oceans in exploration
- Landforms

Possible Literature Connections

- Diaries of explorers
- Maps
- Comparing sources on impact of exploration

Grade 5, Unit 3

Topic Space

Core Understanding What is the Earth's relationship to the other objects in our solar system and how do we learn about them?

Texts

Fiction Anchor Text *George's Secret Key to the Universe* by Lucy and Stephen Hawking/Simon & Schuster©2007

[850L]

Key Insights What can we learn from studying stars and other astronomical objects?

Nonfiction Supporting Text *Our Mysterious Universe* by Laura Langston/Pearson (iOpeners)©2005

[980L]

Key Insights What kinds of astronomical objects exist in our universe?

Nonfiction Supporting Text *Our Solar System* by Seymour Simon/Smithsonian (HarperCollins)©2007

[NC1020L]

Key Insights What is Earth's relationship to the other objects in our solar system?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Science Connections

- Gravity
- Earth in relation to the sun and other stars
- Positions of stars and constellations
- Lens (microscopes, telescopes, eyeglasses, binoculars)

Possible Social Studies Connections

- Exploration
- Space history
- Inventions and technology

Possible Literature Connections

- Biographies of scientists
- Stories of modern space exploration (Voyager mission and Mars rovers perhaps)
- Stories of the constellations
- Diagrams of different types of lens

Topic Moving Toward Freedom

Core Understanding What does *freedom* mean and has the meaning changed over time?

Texts

Nonfiction Anchor Text *Heart and Soul: The Story of America and African Americans* by Kadir Nelson/Balzer & Bray (HarperCollins)©2011

[1050L]

Key Insights How have Americans struggled for freedom and equal rights?

Nonfiction Supporting Text *The Great Migration* by Jacob Lawrence/Museum of Modern Art (New York)©1993

[830L]

Key Insights What causes people to leave their homes in search of better lives?

Fiction Supporting Text *Escape to Freedom: The Underground Railroad Adventures of Callie and William* by Barbara Brooks Simon/National Geographic©2004

[720]

Key Insights What dangers have people faced in the pursuit of freedom?

Anchor Text Connections to explore for additional supporting texts in Collection

Possible Social Studies Connections

- Women and African Americans Fight for Freedom
- Underground Railroad
- Struggles Over Slavery
- Great Migration
- Civil War, Reconstruction and Jim Crow Laws

Possible Science Connections

- Connect “Follow the Drinking Gourd” song to constellations and slavery

Possible Literature Connections

- Stories about yearning to be more free (women, African Americans, people looking westward, Native people)
- Letters from people seeking freedom
- Slavery songs and stories